

## Extended School Services OKH Daytime Waiver Program Evaluation 2019-2020

PLEASE TYPE ANSWERS IN GRAY AREAS

|   |   |
|---|---|
| Collection Date:  | 5/21/20   |
| District Name:  | Nelson  |
| District Code (Number):   | 451   |
| District ESS Coordinator's Name:  | Karen Lee   |
| School Name:  | Old Kentucky Home Middle School                       |
| School Code (Number):   | 090   |
| School ESS Coordinator's Name:  | Becky Gilliam   |
| Total # of students who received services in this program:  | 19  |
| Number of staff employed using <b>daytime</b> ESS funds:  | 1_ Certified 0_ Classified 0_ Peer Tutor 0_ Volunteer |
| Collaborative Partners: (People/Organizations with whom you collaborate for ESS funds and resources) (select all that apply): ??  |   |
| <input type="checkbox"/> 21 <sup>st</sup> Century <input type="checkbox"/> FRSYSC <input type="checkbox"/> GEAR UP <input type="checkbox"/> Private Grant <input type="checkbox"/> Reading First <input type="checkbox"/> AmeriCorps <input type="checkbox"/> KCSVO<br><input type="checkbox"/> Title I <input type="checkbox"/> Retired Teacher Organization <input type="checkbox"/> Other: <input checked="" type="checkbox"/> None of the above _____   |   |
| Targeted Content Areas of daytime program (select all that apply):  |   |
| <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Reading/ Language Arts <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> Writing<br><input type="checkbox"/> Other: <input type="checkbox"/> Social Skills and Conflict Resolution _____   |   |
| Program Delivery Model: Under what circumstances, or in what format, were daytime ESS serviced delivered?   |   |
| <input type="checkbox"/> After Classroom Instruction <input type="checkbox"/> Collaborative (during class) <input checked="" type="checkbox"/> During enrichment/elective course<br><input type="checkbox"/> During Intervention Class/Time <input type="checkbox"/> During independent practice time <input type="checkbox"/> Credit Recovery Course/Class   |   |
| <b>Brief description of program:</b> (this area will expand as you type) From your description, it should be clear how students were selected for participation, how and how often their progress was measured, and how students were able to exit the ESS Daytime program. You should also include information on who delivered services and how often those services were delivered.  |   |
| <p><b>Students were selected as follows:</b> At the end of each quarter, non-IEP students with failing grades in the core classes (ELA, math, science, social studies) were identified through IC. Teachers provided the standards which these students did not master in a tracking sheet in Google Docs on a per-term basis. Work was assigned for each missed standard in Plato Edmentum. Successful completion of each standard was color-coded in the tracking sheet. When a student had successfully completed all work associated with the missed standards for a given core class and term, the teacher and counselor were notified by the ESS Coordinator, and the corresponding grade in IC was adjusted to a passing grade.</p> <p>Identified students attended ESS twice a week, on Mondays and Wednesdays. They attended ESS during non-core classes for a total of 1-2 class hours per day, depending on their assignment loads. Students were monitored continuously for progress through Plato, at a minimum once for every hour they spent in ESS, usually more frequently. They received one-on-one teaching and tutoring from the ESS Coordinator per request, if the tracking tool in Plato showed multiple unsuccessful attempts, and/or if the ESS Coordinator felt additional support or explanation was needed based on student behavior or time spent on the assignments. Most assignments for each standard consisted of a tutorial and a mastery test with 5 questions. Standards were considered "passed" if students could pass these mastery tests with 80% or better. 70% or better was used for tests with more questions. Students were released from ESS once they passed all the assigned work, on a per-term basis.</p> |   |

### Program Results

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|--|---|---|
| Number of students who improved as a result of services:   | <u>  14  </u><br>improved   | Students mastered all objectives missing from each teachers' class during ESS or on their own time.   |
| Number of students who did not improve in level of achievement as a result of services:  | <u>  5  </u> Did not Improve (Sustained) +<br><u>  0  </u> Performance Declined | All the students that did not improve just needed more one on one time with the ESS teacher. This time was drastically reduced due to the closing of schools due to COVID 19. However, the 5 students could have completed at home, but did not. (2 of the students had excessive absences as well) |
| Number of students who were able to graduate as a result of ESS intervention services:   | <u>      </u> Students (all will continue)                                      | N/A for middle school   |
| Number of students who were able to move on to the next grade level (were not retained) as a result of ESS intervention services:  | <u>  19  </u><br>Students   |   |
| If there are students who did not improve (from the box above), provide a brief plan for reaching those students to ensure improvement and/or an explanation of why the students failed to improve (i.e. student moved during program, student attendance was a factor, etc):  |   | 1. Student should complete work with ESS teacher (attention should be focused)<br>2. Student should finish work outside of ESS time.<br>3. Students should attend school more regularly.  |
| Does your school wish to implement this program again next school year? (Select One)   |   |   |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |   |
| Brief description of any planned changes to program for next year of implementation (or a brief explanation of why the program is being discontinued): (this area will expand as you type)<br>We plan to begin the program at the start of the school year 2020-2021 in order for interventions to be in real time rather than waiting until a student has failed a class. |   |   |

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Signature District ESS Coordinator's

  05.  .20    
(Date)

  /Rebecca B. Gilliam/    
Signature School contact

  05.26.20    
(Date)

  /Melissa Case/    
Signature School Principal

  05.21.20    
(Date)